

Unit	Term 1 (14 weeks)				Suggested Texts
Fiction Traditional Tales (Approx. 3 wks)	Spoken language To listen with sustained concentration. To speak clearly and audibly.	Grammar, Punctuation and Vocabulary In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short narratives - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences 	Reading and Writing <ul style="list-style-type: none"> - Recap traditional tales the children already know. - Read the title of the traditional tale to be studied and discuss the significance of the title. - Predict what might happen from reading the title. - Identify the structure (most typically a recount in chronological order) from a variety of traditional tales - Identify characteristics, e.g. talking animals, numbers (3 and 7) from a variety of traditional tales. - Recognise patterns in texts, i.e. repeated phrases and refrains (<i>Who's been eating my porridge?</i>). - Retell traditional tales studied and write own version. - Say out loud what they are going to write about. - Compose a sentence orally before writing it. - Sequence sentences to form short 	Teaching strategies Talk for Writing (Imitation) (Innovation) Guided Writing (To include Write Away Together) <ul style="list-style-type: none"> -- Reciprocal reading strategies. - Read aloud stories (Reception key texts) - Orally retell familiar stories. - book talk - boxing up pictorially - read lots of Traditional Tales and identify similarities, patterns and repeated phrases. - Oral retelling - whole class/ groups/ pairs/ to other classes. 	The Three Billy Goats Gruff The Ginger Bread Man Beauty and the Beast

		<ul style="list-style-type: none"> - How capital letters are used for names and personal pronouns - The patterns of language and repeated words and phrases <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short narratives - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate 	<p>narratives.</p> <ul style="list-style-type: none"> - Re-read what they have written to check it makes sense. - Discuss what they have written with the teacher and other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -story maps - innovation - <p>Write Away Together</p>	
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		<p>sentences</p> <ul style="list-style-type: none"> - Use capital letters for names and personal pronouns - Use the patterns of language and repeated words and phrases <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary Use new vocabulary and patterned phrases from the traditional tales studied. For example: <i>Run, run as fast as you can...</i> <i>Whose been eating my porridge?</i> Use an increasing</p>			
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		range of vocabulary to describe their immediate world and feelings.			
<p>Reading Outcomes – Pupils will be able to identify the structure of a traditional tale (recount in chronological order) and identify some characteristics (e.g. talking animals, numbers 3 and 7) and recognise patterns in texts (e.g. repeated phrases).</p> <p>Spoken Outcome – Pupils will be able to retell a traditional tale.</p> <p>Writing Outcomes – Pupils will be able to sequence sentences to write their own short traditional tale.</p>					
Fiction Key Stories (Approx 3 wks)	To listen with sustained concentration. To speak clearly and audibly.	In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short narratives - How words are separated with spaces - How capital letters, full stops, exclamation and question marks 	<ul style="list-style-type: none"> - Recap key stories known to the children. - Read chosen key story. - Recall main events in the beginning, middle and end of the key story. - Recognise typical phrases for story openings and endings. - Understand that stories have characters. - Understand the goal or motive of main character. - Recite stories supported by story boxes (Box-Up plan). - Write own version (linear structure) of the story studied using a series of sentences to sequence events. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	Teaching strategies Talk for Writing (Imitation) (Innovation) Guided Writing (To include Write Away Together) <ul style="list-style-type: none"> - -- Reciprocal reading strategies. - Read aloud and orally retell familiar stories. - book talk - role play, hot seating, drama activities - story boxes/ props - Inference from pictures focused on 	Peace at Last Whatever Next Where the Wild Things Are by Maurice Sendak Jasper's Beanstalk by Nick Butterworth The Tiger Who Came to Tea by Judith Kerr The Gruffalo by Julia Donaldson Dirty Beasts by Roald Dahl

		<p>are used to demarcate sentences</p> <ul style="list-style-type: none"> - How capital letters are used for names and personal pronouns <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short narratives - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences 		<p>characters. Refer back to the text.</p> <ul style="list-style-type: none"> - story map - oral rehearsal - boxing up pictorially - write adapted version of the story (Innovation) -Invention <p>Write Away Together</p>	
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		<p>- Use capital letters for names and personal pronouns Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary Use typical phrases from stories to indicate beginnings and endings. For example: <i>Once upon a time, they all lived happily ever after.</i></p>			
<p>Reading Outcomes – Pupils will be able to identify main events in the beginning, middle and end of the key story. Pupils will be able to identify the goal or motive of the main character e.g. Looking for food (Goldilocks), Looking for love (Cinderella)</p> <p>Writing Outcomes – Pupils will be able to write their own version with a linear structure (beginning, middle and end) using a series of sentences to sequence events.</p>					

<p>Non-Fiction Instructions (Approx 2 wks)</p>	<p>Explain/describe a process or present information, ensuring items are clearly sequenced.</p>	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words combine to make sentences - How words are separated with spaces - How capital letters and full stops are used to demarcate sentences <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Separate words with spaces - Use capital letters and full stops to demarcate sentences <p>Pupils will also be able to use the following</p>	<ul style="list-style-type: none"> - Listen to and follow a short series of instructions. - Think out a short series of instructions and give clear oral instructions. - Read and follow written classroom instructions. 	<p>Teaching strategies Talk for Writing (Imitation) (Guided Writing)</p> <ul style="list-style-type: none"> - Reciprocal reading strategies. - Orally give and model following a series of short instructions. - Listening comprehension - Model using simple text map (pictorial) to support giving oral instructions. - Guided reading - Read and follow pictorial and or written instructions 	
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		terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark Vocabulary Use imperative verbs and apply to their own use of language e.g. Get your coat.			
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Reading Outcomes – Pupils will be able to read and follow written classroom instructions.

Spoken Outcomes – Pupils will be able to listen to and follow a short series of instructions and give a clear set of oral instructions.

Non-Fiction Information Texts (Approx 2wks)	Explain/describe a process or present information, ensuring items are clearly sequenced.	In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are 	<ul style="list-style-type: none"> - Secure alphabetical letter knowledge and order. - Use simplified dictionaries. - Pose questions before reading non-fiction text to find answers. - Choose a suitable book to find the answers and locate the part of text that gives particular information. - Read and use captions, labels and lists. - Compose labels, extended captions and simple lists for planning or reminding. 	Teaching strategies Talk for Writing (Imitation) (Innovation) Guided Writing (To include Write Away Together) <ul style="list-style-type: none"> - Book talk - Reciprocal reading strategies. - Model how to phrase a 	
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		<p>sequenced to form short texts</p> <ul style="list-style-type: none"> - How words are separated with spaces - How capital letters, full stops and question marks are used to demarcate sentences - How capital letters are used for names and personal pronouns <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses 		<p>question</p> <ul style="list-style-type: none"> - Guided reading. - Shared reading – modelling posing questions and retrieving information. - Read as a reader. - Talk partners - Use model text (extended caption). Orally rehearse, pictorial representation to support writing. 	
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		<ul style="list-style-type: none">- using and Sequence sentences to form short texts- Separate words with spaces- Use capital letters, full stops and question marks to demarcate sentences- Use capital letters for names and personal pronouns <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question</p>			
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		mark, exclamation mark - Vocabulary Use words associated with books, e.g. blurb, cover, title, illustration, author			
Reading Outcomes – Pupils will be able to pose questions and find answers in non- fiction texts, choosing a suitable book.					
Writing Outcomes – Pupils will be able to write labels, extended captions and simple lists.					
Non-Fiction Recounts (Approx 2wks)	Explain/describe a process or present information, ensuring items are clearly sequenced.	In reading, investigate: - How words combine to make sentences - How words and clauses are joined using and - How certain words are used to indicate the passing of time	- Orally, describe incidents from own experience using sequencing words and phrases, such as <i>then</i> and <i>after that</i> . - Listen to others' recounts. - Read personal recounts and begin to know the basic structure, e.g. order sequence of events and words for example, <i>first, next, after, when</i> .	Teaching strategies Talk for Writing (Imitation) (Guided Writing) - Reciprocal reading strategies. - Teacher model orally alongside text map (with sentence signposts e.g. first, next, then). - read and order simple written or pictorial recounts. - Children orally retell sequence of	

		<ul style="list-style-type: none"> - How sentences are sequenced to form short recounts - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and personal pronoun 'I' <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine 		<p>events from own text map based on shared experience as a class (take photos to support chn).</p> <ul style="list-style-type: none"> - Innovation – text maps and oral rehearsal. 	
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		<p>words to make sentences</p> <ul style="list-style-type: none"> - Join clauses using and - Use words to indicate the passing of time - Sequence sentences to form short recounts - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronoun 'I' <p>Pupils will also be able to use</p>			
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		<p>the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary Use temporal conjunctions, e.g. then, next, first</p>			
<p>Spoken Outcomes – Pupils will be able to describe events from their own experiences using sequencing words and phrases.</p> <p>Reading Outcomes – Pupils will begin to identify the basic structure of events and the words used to convey order.</p>					
Poetry Patterns and Rhymes (Approx 2wks)	To speak clearly and audibly.	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words are separated with spaces - How capital letters are used for names and personal pronoun 'I' 	<ul style="list-style-type: none"> - Listen to and discuss a wide range of poems. - Discuss their own response and what the poem is about. - Notice the poem's pattern. - Perform in rhythm, keeping time. - Recite some poems by heart. 	<p>Teaching strategies Talk for Writing (Imitation) (innovation)</p> <ul style="list-style-type: none"> - Read and listen to lots of poems with patterns and rhymes. - likes/ dislikes - Book talk - Modelling 	

		<ul style="list-style-type: none"> - the patterns of language and repeated words and phrases <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary Use rhyming words</p>		<p>identifying patterns and explaining what you notice.</p> <ul style="list-style-type: none"> - Model how to recite and perform in rhythm. - Recite poem as a class, in groups, pairs. - Film pupils performing poem, peer assessment with teacher support and improve. 	
<p>Spoken Outcomes – Pupils will be able to perform a poem keeping time and to recite some poems by heart.</p> <p>Reading Outcomes – Pupils will be able to discuss their own response to poems read and identify the poems pattern.</p>					

Unit	Term 2 (11wks)			Suggested Texts
Fiction Traditional Tales	Spoken language To develop rules	Grammar, Punctuation and Vocabulary	Reading and Writing - Recap traditional tales from term 1 and introduce a new	Cinderella Snow White

(Approx 2wks)	for effective discussions, including considering the opinions of others.	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short narratives - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and personal pronouns - The patterns of 	<p>traditional tale.</p> <ul style="list-style-type: none"> - Discuss the significance of the title and events. - Review the characteristics of traditional tales. - Using the new traditional tale to be studied, identify what the main character is searching for? E.g. love/money/home. - Using the texts, explore openings and endings, e.g. a vague setting. - From the traditional tales read, identify how formulaic sentences are used, e.g. Once upon a time ... There was once a ... long ago in the ... and came to pass... - Retell and write own version of studied traditional tale. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	
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		<p>language and repeated words and phrases</p> <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short narratives - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronouns - Use the patterns 	
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		<p>of language and repeated words and phrases</p> <p>Pupils will also be able to use the following terminology:</p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary</p> <p>Use formulaic sentences from the traditional tales studied when retelling stories. Develop a broader, deeper and richer vocabulary to discuss abstract concepts.</p>	
<p>Spoken Outcomes – Pupils will be able to retell their own version of a traditional tale.</p> <p>Reading Outcomes – Pupils will be able to identify openings and endings e.g. A long time ago in a dark forest etc. and identify how formulaic sentences are used e.g. there was once a</p> <p>Writing Outcomes – Pupils will be able to write their own version of a Traditional Tale.</p>			

<p>Key Stories (2 wks)</p>	<p>Participate in discussions or collaborative conversations, staying on topic, taking turns and listening to what others say.</p> <p>To develop an awareness of the differences between spoken and written language.</p>	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short narratives - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and personal pronouns - Typical phrases for openings and 	<ul style="list-style-type: none"> - Recap key stories and introduce a new key story. - Explore familiar/unfamiliar settings linked to own experience. - Use different voices for different characters when reading aloud. - Act out stories and portray characters and their motives. - Write own version of a familiar key story (include a setting) using simple sentences to recount own experiences in writing and a series of sentences to sequence events. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	
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		<p>endings</p> <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short narratives - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronouns - Use typical phrases for openings and 		
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		<p>endings</p> <p>Pupils will also be able to use the following terminology:</p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary</p> <p>Use story language when retelling stories.</p>		
<p>Reading Outcomes – Pupils will be able to identify familiar and unfamiliar settings, key characters and their motives.</p> <p>Spoken language Outcomes – Pupils will be able to act out stories and portray characters and their motives, using different voices for different characters.</p> <p>Written Outcomes – Pupils will be able to write their own version of a familiar key story using simple sentences to sequence events.</p>				
Instructions (1 wks)	Explain/describe a process or present information, ensuring items are clearly sequenced.	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - The imperative verb used at the start of each instruction - How words combine to 	<ul style="list-style-type: none"> - Read and follow a longer series of instructions. - Contribute to class composition of instructions. - Write own set of instructions. 	

		<p>make sentences</p> <ul style="list-style-type: none"> - How words are separated with spaces - How capital letters and full stops are used to demarcate sentences <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Use the imperative verb at the start of each instruction - Combine words to make sentences - Separate words with spaces - Use capital letters and full stops to demarcate sentences <p>Pupils will also be able to use the following</p>		
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		terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark Vocabulary Use imperative verbs when giving instructions		
Reading Outcomes – Pupils will be able to read and follow a longer series of instructions. Written Outcomes – Pupils will be able to contribute to class composition and then write their own set of instructions.				
Information Texts (2 wks) (link to another curriculum area)	Explain/describe a process or present information, ensuring items are clearly sequenced.	In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short texts - How words are separated with spaces - How capital 	<ul style="list-style-type: none"> - Pose questions before reading non-fiction texts to find answers. - Choose a suitable book to find the answers, by predicting what a book might be about from a brief look at front and back covers, including blurb, title and illustrations. - Record information e.g. as lists, completed charts, fact file. - Create an information text. Choose what to write about, orally rehearse, plan and write. 	

		<p>letters, full stops and question marks are used to demarcate sentences</p> <ul style="list-style-type: none"> - How capital letters are used for names and personal pronoun 'I' <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short texts - Separate words with spaces - Use capital letters, full stops and question marks to demarcate sentences 	
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		<p>- Use capital letters for names and personal pronoun 'I'</p> <p>Pupils will also be able to use the following terminology:</p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary</p> <p>titles, contents page, index, pictures, labelled diagrams, charts,</p> <p>To develop a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.</p>		
<p>Reading Outcomes – Pupils will be able to identify a suitable book to find answers to their posed. (Using front cover, title, blurb and illustrations).</p> <p>Written Outcomes – Pupils will be able record information as lists, charts etc and write a simple information text.</p>				

Recounts (2 wks)	Explain/describe a process or present information, ensuring items are clearly sequenced.	In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How certain words are used to indicate the passing of time - How sentences are sequenced to form short recounts - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and 	<ul style="list-style-type: none"> - Read personal recounts and identify structure e.g. sequence of events and language used e.g. first, when, after (revise from term 1). - Orally recount an incident from their own experience using sequencing words. - Listen to others' recounts and ask relevant questions. - Write simple first person recounts from personal experience in chronological order. 	
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		<p>personal pronoun 'I'</p> <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Use words to indicate the passing of time - Sequence sentences to form short recounts - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronoun 'I' 		
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		<p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocab Time conjunctions Anecdotal language, e.g. Just imagine...</p>		
<p>Reading Outcomes – Pupils will be able to identify the structure of personal recounts (e.g. sequence of events and language used). Written Outcomes – Pupils will be able to write a simple first person recount from personal experience in chronological order. Spoken Language Outcomes – Pupils will be able to orally recount an incident from their own experience using sequencing words.</p>				
<p>Patterns and Rhymes (2 wks)</p>	<p>To speak clearly and audibly.</p>	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words are separated with spaces - How capital letters are used for names and personal pronoun 'I' - the patterns of 	<ul style="list-style-type: none"> - Introduce a new poem. - Learn and appreciate rhymes. - Discuss the significance of the title. - Predict what might happen within the poem. - Make inferences from the poem. - Perform the poem in unison following the rhythm and keeping time. 	

		<p>language and repeated words and phrases</p> <p>Pupils will also be able to use the following terminology:</p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary</p> <p>Words that rhyme</p>	
<p>Reading Outcomes – Pupils will be able to identify what the poem is, make predictions and inferences from the poem.</p> <p>Spoken Language Outcomes – Pupils will be able to perform the poem in unison following the rhythm and keeping time.</p>			

Unit	Term 3 (14wks)			Suggested Texts
<p>Fiction Traditional Tales and Fairy Stories</p> <p>(Approx 3 wks)</p>	<p>Spoken language</p> <p>Participate in discussions or collaborative conversations, staying on topic,</p>	<p>Grammar, Spelling, Punctuation and Vocabulary</p> <p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words combine to 	<p>Reading and Writing</p> <ul style="list-style-type: none"> - Recap traditional tales already known to children. - Introduce a new traditional tale. - Discuss word meanings in traditional tales read. - Discuss the significance of the title and events and predict what might happen. - Recognise main characters e.g. good and bad characters. - Explore traditional tale endings where everything turns out for 	

	<p>taking turns and listening to what others say.</p> <p>To develop an awareness of the differences between spoken and written language.</p>	<p>make sentences</p> <ul style="list-style-type: none"> - How words and clauses are joined using and - How sentences are sequenced to form short narratives - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and personal pronoun 'I' - The patterns of language and repeated words and phrases <p>In writing, children</p>	<p>the best.</p> <ul style="list-style-type: none"> - Write their own version a traditional tale. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	
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		<p>will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short narratives - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronoun 'I' - Use the patterns of language and repeated words and phrases <p>Pupils will also be able to use the</p>		
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		following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark Vocab Use new words from traditional tales from their enhanced knowledge about language as a whole.		
Reading Outcomes – Pupils will be able to identify main characters and classify them as good or bad characters and identify happy endings. Writing Outcomes – Pupils will be able to write their own version of a traditional tale.				
Key Stories (Approx 3 wks)	To develop an understanding of what is being learnt by exploring ideas.	In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short 	<ul style="list-style-type: none"> - Read further key stories and discuss how the author creates excitement in the story e.g by building up surprise. - Explore how the goal or motive of the main character moves the plot on. - Look at the characteristics of good and bad characters. - Write own version of a key story with a linear structure (beginning, middle and end). Include good and bad characters. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	

		<p>narratives</p> <ul style="list-style-type: none"> - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and personal pronoun 'I' - Typical phrases for openings and endings - Words used to express the building up of excitement <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make 		
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		<p>sentences</p> <ul style="list-style-type: none"> - Join clauses using and - Sequence sentences to form short narratives - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronoun 'I' <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>		
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		<p>Vocab</p> <p>Use typical phrases for openings and endings</p> <p>Use words to express shades of meaning e.g. when building up excitement and different emotions, e.g. anger, fury, irritated, livid</p>		
<p>Reading Outcomes – Pupils will be able to identify how the author creates excitement in the story and how the motive of the main character moves the plot on.</p> <p>Written Outcomes – Pupils will be able to write their own version of a key story with a beginning, middle and end including good and bad characters.</p>				
<p>Instructions (Approx 1 wks)</p>	<p>Explain/describe a process or present information, ensuring items are clearly sequenced.</p>	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - The imperative verb used at the start of each instruction - How words combine to make sentences - How words are separated with 	<ul style="list-style-type: none"> - Read and analyse instructions for effectiveness. - Contribute to class composition of instructions. - Write own instructions independently. 	

		<p>spaces</p> <ul style="list-style-type: none"> - How capital letters and full stops are used to demarcate sentences <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Use the imperative verb at the start of each instruction - Combine words to make sentences - Separate words with spaces - Use capital letters and full stops to demarcate sentences <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular,</p>		
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		plural, sentence, punctuation, full stop, question mark, exclamation mark Vocab Use imperative verbs and apply to their everyday experience when giving instructions		
Reading Outcomes – Pupils will be able to analyse instructions for effectiveness. Writing Outcomes – Pupils will be able to write their own effective instructions.				
Information Texts (Approx 3 wks) (Link to another curriculum area)	Explain/describe a process or present information, ensuring items are clearly sequenced. To develop an understanding of what is being learnt by exploring ideas.	In reading, investigate: <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How sentences are sequenced to form short texts - How words are separated with spaces - How capital letters, full stops and question 	<ul style="list-style-type: none"> - Pose questions before reading non fictions texts to find answers. - Choose a suitable book. - Use titles, contents page, index, pictures, labels, diagrams, charts and locate information using page numbers. - Record information in a variety of forms. - Independently choose what to write about from the information gathered. - Write information text. 	

		<p>marks are used to demarcate sentences</p> <ul style="list-style-type: none"> - How capital letters are used for names and personal pronoun 'I' <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences - Join clauses using and - Sequence sentences to form short texts - Separate words with spaces - Use capital letters, full stops and question marks to demarcate sentences - Use capital letters for names and 		
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		<p>personal pronoun 'I'</p> <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocab Use: titles, contents page, index, pictures, labels, diagrams, charts</p>		
<p>Reading Outcomes – Pupils will be able to locate information using titles, contents page, index, diagrams, charts, page numbers etc.</p> <p>Writing Outcomes – Pupils will be able to record their information in a variety of ways and write a simple information text.</p>				
Recounts (Approx 2 wks)	Explain/describe a process or present information, ensuring items are clearly sequenced.	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words combine to make sentences - How words and clauses are joined using and - How certain words are used 	<ul style="list-style-type: none"> - Revise structure and language features of recounts from previous terms. - Read personal recounts and independently identify structure and language features. - Plan a time line and add additional detail of events. - Orally recount a sequence of events using the language features of recounts in chronological order. - Write first person recount linked to personal experience using the language features of a recount. 	

		<p>to indicate the passing of time</p> <ul style="list-style-type: none"> - How sentences are sequenced to form short recounts - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate sentences - How capital letters are used for names and personal pronoun 'I' <p>In writing, children will apply these skills to:</p> <ul style="list-style-type: none"> - Combine words to make sentences 		
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		<ul style="list-style-type: none"> - Join clauses using and - Use words to indicate the passing of time - Sequence sentences to form short recounts - Separate words with spaces - Use capital letters, full stops, question and exclamation marks to demarcate sentences - Use capital letters for names and personal pronoun 'I' <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark,</p>		
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		<p>exclamation mark</p> <p>Vocabulary Temporal conjunctions enhancing their knowledge about language as a whole.</p>		
<p>Reading Outcomes – Pupils will be able to identify the structure and language features of a personal recount.</p> <p>Spoken language Outcomes – Pupils will be able to recount orally a sequence of events in chronological order using appropriate language features.</p> <p>Writing Outcomes – Pupils will be able to plan a timeline and write a first person recount.</p>				
<p>Patterns and Rhymes (2 wks)</p>	<p>To speak clearly and audibly.</p>	<p>In reading, investigate:</p> <ul style="list-style-type: none"> - How words are separated with spaces - How capital letters are used for names and personal pronoun 'I' - the patterns of language and repeated words and phrases <p>In writing, children will apply these</p>	<ul style="list-style-type: none"> - Listen to and discuss a wider range of poems. - Learn more poems by heart. - Link what they hear and read to their own experiences. - Look at different patterns within the poem e.g. a repeated pattern or line. - Write own version using first hand experiences e.g. the senses. - Perform own poem and invent actions. 	

		<p>skills to:</p> <ul style="list-style-type: none"> - Separate words with spaces - use capital letters for names and personal pronoun 'I' - include the patterns of language and repeated words and phrases <p>Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Vocabulary Words and phrases that rhyme or are repeated</p>		
<p>Reading Outcomes – Pupils will be able to link what they hear and read to their own experiences. Spoken Language Outcomes – Pupils will be able to perform their own poem and invent actions.</p>				

Written Outcomes – Pupils will be able to write their own version of a poem.